



Citizenship Preparation



A Supplement to the Adult Education
Resource Guide and Learning Standards

THE UNIVERSITY OF THE STATE
OF NEW YORK



THE STATE EDUCATION DEPARTMENT

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ACKNOWLEDGEMENTS

Citizenship Preparation: A Supplement to the Adult Education Resource Guide and Learning Standards is the result of many individuals' time and diligent effort. Kathy Single of the New York State Home Study Citizenship Program in North Greece, New York and Robert Mather of the Immigration and Naturalization Service both contributed their respective expertise. Chrys Dudbridge and Georges Marceau, directors of the staff development consortia in the North Country and Central New York respectively, offered comments based on their review of the draft document. Linda Headley-Walker and Patricia Mooney Gonzalez, both of the New York State Education Department, provided focus for our efforts.

Kay S. Peavey of the Hudson River Center for Program Development, Inc. was instrumental in both writing and formatting the document. Barbara E. Smith and Scott Jill, again of the Hudson River Center, provided key feedback during the development of the document. Colleen M. Dowd made printing and distribution happen flawlessly.



Hudson River Center for Program Development, Inc.

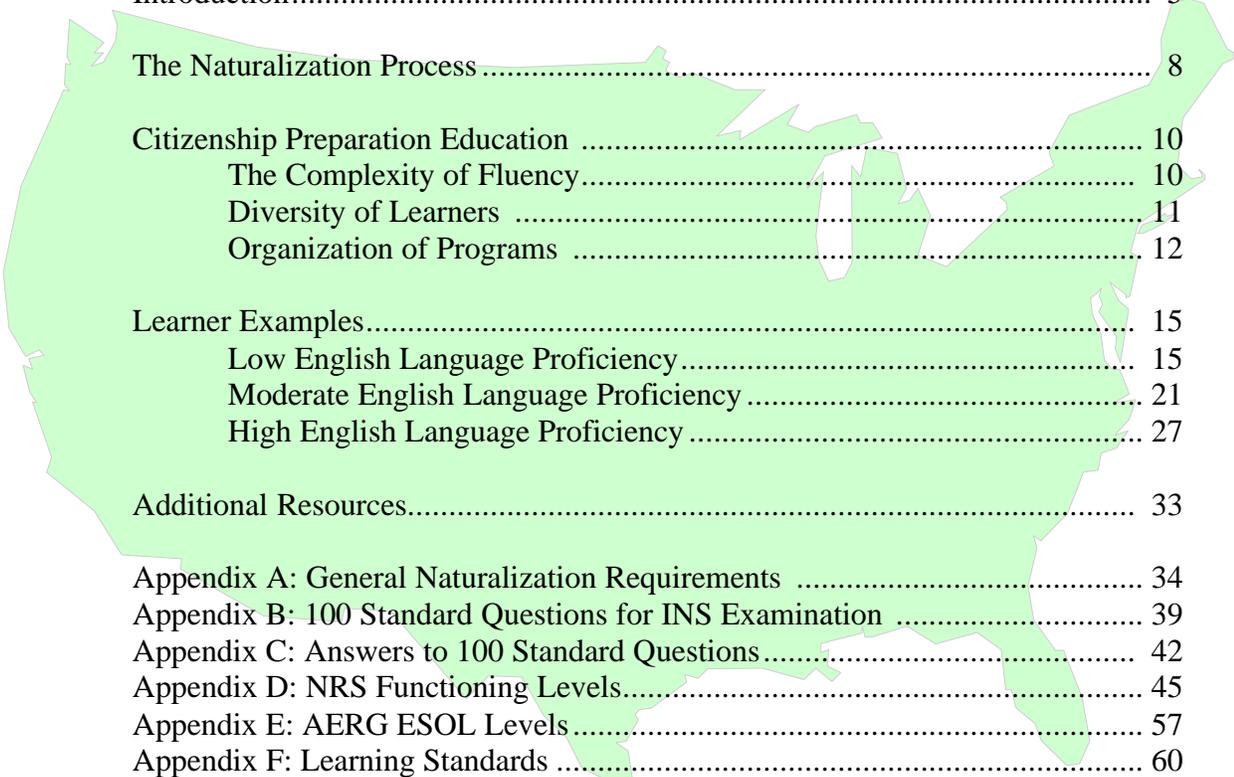
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Funds provided by:
The University of the State of New York, The State Education Department
Office of Workforce Preparation and Continuing Education
under Section 353 of the Adult Education Act
Project #0039-99-0064

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*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”*

The New Colossus by Emma Lazarus (1883)

Since its dedication in 1886, the Statue of Liberty has welcomed millions of immigrants to the United States. New York State, as keeper of the “golden door,” has long played the role of greeter, both officially and unofficially. Always, this role has come with great responsibility.

From 1892 to 1954, Ellis Island in the New York Harbor served as the country’s major immigration station. It is there, in the shadow of the Statue, that approximately 12 million steerage and third class steamship passengers were legally and medically inspected for admission to this country.¹ With its harbor as the most popular destination of steamship companies at the time, New York State found itself opening its doors to Italians, Russians, Poles, and Greeks, among others.²

As immigration ebbed due to quota restrictions and various worldwide events, services provided at Ellis Island were generally limited to immigrants with paperwork problems, war refugees, and displaced persons. In 1954, the Ellis Island immigration station was closed.

Although New York’s formal role as greeter ceased with the closure of Ellis Island, the Empire State’s commitment to and responsibility for its foreign newcomers has by no means waned. As the second most popular site of residence (following California), New York seeks to provide citizenship and language services to thousands of individuals from all over the globe. The complexity of this task is enormous. In providing English for Speakers of Other Languages (ESOL) services alone, educators in New York State encounter over 140 primary languages.

¹ The National Park Service, Statue of Liberty National Monument and Ellis Island homepage, www.nps.gov/stli, 6/18/99.

² Ibid, www.nps.gov/stli/serv02.htm, 6/18/99.

Recent trends suggest that this challenge will get no easier. Since the mid-1970's, immigration to the U.S. has been building to its highest level since the beginning of the century. The number of immigrants living in the U.S. has almost tripled since 1970, from 9.6 million to 26.5 million.³ The U.S. Census Bureau projects between nine and twelve million immigrants will enter during the last decade of the century.⁴

New immigration laws (see below) are also spurring a nationwide surge in naturalization. In 1994, about one in three immigrants to the U.S. became citizens. More recently, that ratio has moved to approximately one in two. In mid-1997, Immigration and Naturalization Services (INS) noted a 51% increase in naturalization applications over the same period the previous year.

- In 1986, the *Immigration Reform and Control Act (IRCA)* was enacted. IRCA was aimed at providing opportunities for amnesty and at controlling illegal immigration through employer sanctions or penalties for employers knowingly hiring aliens unauthorized to work in the U.S.
- In 1996, the *Illegal Immigration Reform and Immigrant Responsibility Act* was enacted. Designed to deter illegal immigration through a variety of policy and procedural changes, this Act called for:
 - increased border controls through use of technology, additional physical barriers, and increased staffing;
 - an expanded definition of document fraud to include persons who help prepare fraudulent documents; and
 - increased bars for re-entry into the United States for aliens who overstay their permits.
- The *Personal Responsibility and Work Opportunity Act of 1996* (also referred to as Welfare Reform) barred some legal immigrants from receiving Supplemental Security Income (SSI) until they became citizens or fulfilled other specific criteria. States had the authority to establish state and local means-tested program eligibility for legal immigrants. New York State continued to provide food stamps for certain legal immigrants, mostly the elderly, children, and disabled. In 1998, Congress partially restored benefits for some legal immigrants who met specific conditions. Legislation further altering the 1996 welfare reforms is currently under consideration.

Immigration laws are subject to change. To obtain the most up-to-date information, contact your local INS field office. For a list of field offices, including contact information, visit website www.ins.usdoj.gov/graphics/fieldoffices/statemap.htm.

In addition to legislative changes, immigrants face the challenges of working, living, and, in some cases, parenting in a highly competitive, information-based society. Highly skilled immigrants often can easily enter the labor market by filling vacancies in occupations experiencing a shortage of qualified workers. Workers with little or no job skills face a greater challenge in accessing a shrinking low-skill labor market.

³ Camarota, Steven A., "Immigration at record levels in U.S.," *The Washington Times* (January 13, 1999) from www.uscitizenship.org/news/011399.html, 7/14/99.

⁴ *Ibid.*, pg. 1.

The need for citizenship education is clearly increasing. At the same time, dramatic changes are occurring in both the federal and the state's education sector. In response to the 1998 Workforce Investment Act (WIA), the United States Department of Education (USDOE) created the National Reporting System for Adult Education (NRS).

At the state level, Commissioner Richard Mills began focusing the New York State Education Department's (NYSED) resources on setting higher learning standards, building capacity to meet those standards, and reporting and improving results. NYSED, with input from various stakeholders, established learning standards for all students.

The Department then worked with practitioners and experts in the creation of resource guides that support teacher efforts to facilitate students' acquisition of the high standards. The *Adult Education Resource Guide and Learning Standards* (AERG) was produced to help adult education practitioners connect the learning standards to adult education practice.

The concurrence of the national legislation and State education reform initiatives places enormous challenges on citizenship preparation practitioners. These challenges include teaching both high- and low-skilled, non-English speaking immigrants to effectively comprehend, speak, and write the English language. This is necessary not only for living, working, and parenting in the U.S., but also for passing the citizenship test and achieving NYSED's high learning standards.

As an aid to practitioners, this guide is designed to update adult education practitioners on the naturalization process and to connect citizenship preparation with not only AERG, but also with NRS. It is part of a tri-volume series focusing on the needs of individuals — whether citizen or non, English-speaking or not — seeking education on U.S. citizenship and study of the English language. The other two components of this series are:

Native Language Literacy Screening Device is an assessment tool designed to allow ESOL practitioners to gain a sense of the native language literacy levels of their learners. The screening device is presented in 27 primary languages, ranging from Albanian to Vietnamese, which represent the most common spoken in New York State. (For more information on obtaining this product, see page 33.)

On Common Ground examines what it means to be a citizen of the United States through video and print materials depicting modern-day stories of real people. The series is appropriate for a variety of learning environments, including citizenship preparation, pre-GED and GED classes for adult students, and U.S. studies, civics, and history classes for secondary students. The 15 video-episodes are designed to support classroom instruction or distance learning. (For more information on obtaining this product, see page 33.)

THE NATURALIZATION PROCESS



Eligible legal immigrants may become citizens of the United States through naturalization. Through this process, potential citizens display their English language proficiency, share their knowledge of the history and government of the United States, and demonstrate that they are “of good moral character.” To be eligible for citizenship, legal permanent residents must:⁵

1. be at least 18 years of age.
2. be lawfully admitted to the United States for permanent residence.
3. have resided continuously as a lawful permanent resident in the U.S. for at least five years prior to filing with absences from the United States totaling no more than one year.
4. have been physically present in the United States for at least 30 months out of the previous five years (absences of more than six months but less than one year break the continuity of residence unless the applicant can establish that he or she did not abandon his or her residence during such period).
5. have resided within a state or district for at least three months.
6. be of “good moral character.” Criminal convictions are deemed as lacking good moral character.
7. show that he or she is attached to the principles of the Constitution of the United States by taking a loyalty oath.
8. be able to read, write, speak, and understand words in ordinary usage of the English language.⁶
9. pass an oral or written test on the history and government of the United States.⁶
10. have resided in the United States for at least three years if married to a citizen of the United States.

⁵ For more details, see Appendix A.

⁶ For exceptions to this requirement, see page 34.

To initiate the naturalization process, a legal permanent resident submits a completed INS application form (N-400). In addition to the form, the application must include two photographs of the applicant, a photocopy of both sides of the applicant's Permanent Resident Card, and the application fee. Once the application is filed, the applicant will receive a letter from INS stating where and when to have their fingerprints taken. The fingerprints are sent to the Federal Bureau of Investigation (FBI) for a criminal background check.

Once all paperwork and background checks are in order, INS schedules an interview. On the appointment letter, the INS may ask the applicant to bring additional documents to the interview. During this short interview, the application is reviewed. Under oath, the applicant is asked a series of questions, including his/her willingness to take an Oath of Allegiance to the United States. Additionally, the applicant's English language abilities (reading, writing, and speaking) and civics knowledge (U.S. history and government) are tested.

In the current testing process for civics, INS examiners select several questions from a list of 100. (This list of 100 Questions and their answers is included as Appendices B and C, respectively.) At this writing, INS has announced plans to change the question and answer format. Instead of a one-word or simple phrase answer, the new questions will be open-ended. For example:

CURRENT FORMAT	NEW FORMAT
Question: What are the first 10 amendments to the Constitution?	Question: Why is the Bill of Rights important?
Answer: the Bill of Rights	Answer: It provides for basic civil liberties such as freedom of speech and religion.

The application for citizenship is then granted, denied, or continued. Sometimes, the INS officer conducting the interview can disclose approval of the application to the applicant. Depending on location, the applicant may be able to take the Oath of Citizenship on the same day the interview takes place. Otherwise, the applicant receives a notice explaining where and when the swearing-in process will take place. Once the person takes the Oath, a Certificate of Naturalization is issued.

CITIZENSHIP PREPARATION EDUCATION



The most exciting facet of people immigrating to the United States is the range of backgrounds, languages, skills, stories, and talents they bring. However, it is this very diversity which also challenges those involved with citizenship preparation. How can such a wide range of skills and language proficiencies be accommodated?

To address this question, it is first necessary to define the target population that will be served through the citizenship preparation education program. Is the target population limited or highly proficient in the use of the English language? Does the target population have low or high literacy skills in their native language? What is the target population's level of work experience?

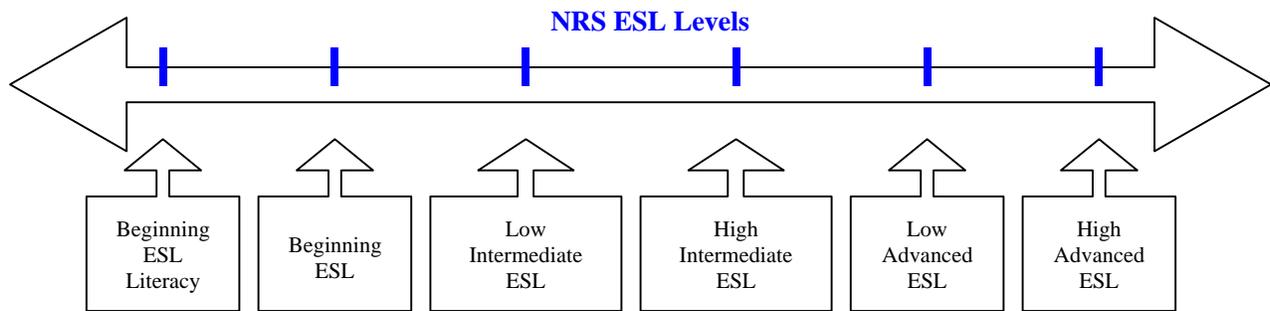
The answers to these questions will help shape the goals of the citizenship preparation education program. If the target population has a high level of English proficiency and work experience, the most appropriate program may be preparation for the INS exam. For learners who are at the other end of the spectrum (low English proficiency and no work history/skills), a much broader program would be appropriate. Rather than focusing solely on the INS exam, the citizenship preparation education program may help learners further their success as workers, as community members, as parents, and as lifelong learners. Outcomes and methodology vary tremendously for each group, so each program must be very clear on where it falls on the spectrum of citizenship preparation.

The following discussion of citizenship preparation education focuses on the more comprehensive approach to citizenship preparation. Additionally, the discussion will highlight the needs of adults with limited English proficiency.

The Complexity of Fluency

Inherent in this discussion is acknowledgement of the complexity of fluency. More than speaking a language, fluency involves listening, reading, and writing. In today's world, fluency can be even more encompassing. In the NRS, three educational functioning level descriptors are indicated for English-as-a-Second Language (ESL) learners: 1) speaking and listening, 2) basic reading and writing, and 3) functional and workplace skills.

The complexity of fluency translates into a seemingly endless combination of skill levels. In fact, the USDOE, Division of Adult Education and Literacy recently made major changes to the functioning levels of ESL learners. Replacing the four prior levels are the following six:



Teachers, counselors, and program administrators of adult education programs in New York State also identified distinct levels of ESOL learners which, interestingly, correspond to the Federal levels. According to the AERG, these levels are:



The USDOE (NRS) and the New York State (AERG) models of ESL/ESOL levels are presented in Appendices D and E, respectively. Regardless of the model adopted, citizenship preparation education should incorporate increasingly sophisticated or complex activities that are instructionally appropriate to each learner.

Diversity of Learners

In addition to the multifaceted nature of fluency, citizenship preparation education is further complicated by the learners themselves. As referred to earlier, learners arrive with an incredible range of backgrounds, languages, skills, stories, and talents. Some are highly literate in their native language, some moderately literate, and others not literate at all. The level of native language literacy is particularly pertinent because it is often a predictor of facility in acquiring a target language such as English. Consider, too, that not all languages utilize the Roman alphabet.

Language proficiency is not the sole criterion for citizenship. As noted in the NRS, workplace skills are as important as reading and writing. Again, learners will arrive with a wide range of job skills, preparation, and even licensure. Some persons will be entering the country highly trained, e.g., medical doctors, researchers, computer programmers, etc. Others will have some job experience in their native country, but few marketable skills in the United States. Still others will have neither job skills nor job preparation skills.

The challenge for citizenship preparation educators is to acknowledge this vast range of talents, experiences, stories, and skills while fashioning a program that prepares people for being citizens and workers. For example:

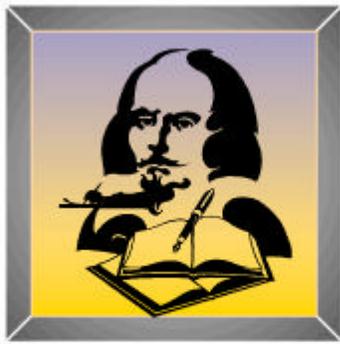
- Learners with high English language proficiency and high native language literacy, as well as trained/licensed in professions, need information about the citizenship test and some direction about performing well in the test environment.
- Non-English speakers need to be in an ESOL class. As the citizenship test changes its format to include open-ended questions, answering questions in an interview situation will become part of the test environment preparation. The 100 Questions and their answers could actually be the base document for the class.
- For people who are not literate in their own language, an ESOL class followed by an Adult Basic Education (ABE) class may be necessary for success.

While job preparation should be part of the curriculum for all but the skilled/licensed people immigrating to this country, how job preparation is meted out depends upon the resources of the program. For example, job preparation may be offered in conjunction with ESOL. If several people in a citizenship preparation education program want to become or have some experience as health care workers, they can be organized into a group concentrating on specific language found in the health care industry. If programs cannot handle the job preparation/job development areas, outside referrals can be made. Formal agreements with partner agencies may help expedite these referrals.

Organization of Programs

In New York State, programming for citizenship preparation education, as with other educational endeavors, rests on a foundation of learning standards. The Board of Regents approved seven learning standards in an effort to raise standards for all students, including adult learners. Linkages between New York's learning standards and curriculum goals developed by adult education practitioners were solidly forged in the AERG. As a supplement to that guide, this document establishes links to the specific subset of adult learners seeking citizenship.

To adults completing the naturalization process, certain learning standards, most notably those of English Language Arts (ELA) and some of Social Studies, are particularly significant (see following pages). For a complete list of the learning standards, see Appendix F.



ELA Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will:

- collect data, facts, and ideas;
- discover relationships, concepts, and generalizations; and
- use knowledge generated from oral, written, and electronically produced texts.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

ELA Standard 2: Language for Literacy Response and Expression

Students will:

- read and listen to oral, written, and electronically produced texts and performances from American and world literature;
- relate texts and performances to their own lives; and
- develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

ELA Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues represented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

ELA Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use social communications of others to enrich their understanding of people and their views.



Social Studies Standard 1: History of the U.S. and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Social Studies Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

LEARNER EXAMPLES



In a tri-purpose effort to begin managing the complexity of citizenship preparation education while tying it to NRS and AERG, a series of learner examples are presented on the following pages. On the spectrum of learner skill levels, learners are identified by both NRS and AERG models of ESL/ESOL learners. The examples begin with individuals with low or no English skills.

In addition to the NRS descriptor for each level, learners are further identified by level of native language literacy and job preparation/skills. General guidelines for preparing for the INS exam are noted in each example. Additionally, exit criteria from AERG are listed as a suggested focus for learning experiences. All ESOL learners should strive toward the following goals established by New York State practitioners:



Learners will learn the English necessary to meet immediate needs.

Learners will gain control of the system and structure of the English language.

Learners will improve ability to understand spoken English.

Learners will improve speaking skills necessary to function in English.

Learners will identify and use language acquisition strategies to comprehend and produce English.

Low English Language Proficiency



low English language proficiency
 low native language literacy skills
 low job preparation/skills

People attending citizenship preparation classes with low English language proficiency and low native language literacy skills are the least prepared to take the citizenship test and require the most resources (see facing page for descriptor of functioning level). They will need to work on mastering the tasks of a Level 1 learner (listed on page 19).

The 100 Questions associated with the citizenship exam (Appendix B) is a good vehicle for learning English. To increase basic vocabulary and word recognition, the teacher might pose questions from the list of 100 Questions that can be answered in simple words. Some examples are:

Question	Answer
What are the colors of our flag?	red, white, blue
How many stars are there in our flag?	fifty (50)
How many states are there in the United States?	fifty (50)

These learners are most apt to be unemployed or significantly underemployed. As they gain English language proficiency, contact with job preparation resources or a referral to a job development program is important.

NRS ESL Level: Beginning ESL Literacy

Speaking and Listening

Individual cannot speak or understand English, or understands only isolated words or phrases.

Basic Reading and Writing

Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words.

The individual may be able to write letters or numbers and copy simple words. There may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument.

There is little or no comprehension of how print corresponds to spoken language.

Functional and Workplace Skills

Individual functions minimally or not at all in English and:

- can communicate only through gestures or a few isolated words, such as name and other personal information.
- may recognize only common signs or symbols (e.g., stop sign, product logos).
- can handle only very routine entry-level jobs that do not require oral or written communication in English.

There is no knowledge or use of computers or technology.



low English language proficiency
 moderate native language literacy skills
 moderate job preparation/skills

Even though English language proficiency is low (see facing page for descriptor of functioning level), moderate job preparation/skills may mean these learners are employed in routine, entry-level jobs. Continued study in an ESOL program will help these learners advance in their workplace as well as prepare for the citizenship exam.

Learners with only moderate native language proficiency will probably not progress in ESOL as quickly as if native language literacy were high. Meeting the Level 1 Exit Criteria (see page 20) is their main focus. Specific citizenship study continues to build vocabulary, perhaps moving toward more sophisticated words in both question and answer, such as:

Question	Answer
Who is the President of the United States today (1999)?	William Clinton
What is the capital of your state (New York)?	Albany
Who elects Congress?	the people

NRS ESL Level: Beginning ESL

Speaking and Listening

Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition.

There is little communicative output and only in the most routine situations; little or no control over basic grammar.

Survival needs can be communicated simply. There is some understanding of simple questions.

Basic Reading and Writing

Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent rereading.

Individual can write sight words and copy lists of familiar words and phrases; may also be able to:

- write simple sentences or phrases such as name, address, and phone number.
- write very simple messages.

Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.

Functional and Workplace Skills

Individual functions with difficulty in situations related to immediate needs and in limited social situations.

Individual has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition.

Individual can:

- provide personal information on simple forms.
- recognize common forms of print found in the home and environment, such as labels and product names.
- handle routine entry-level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated.

There is minimal knowledge or experience using computers or technology.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 1

1. Write, say, and spell name, address, telephone number, social security number, place and date of birth, age, sex, and marital status.
2. Hear, write, and say cardinal numbers, ordinal numbers, money, and prices.
3. Say, spell, and write teacher's name, room number, school name and address, school telephone number, class level, program name, and employer information. Fill in vital information on a wallet card. Call and say reason for absence.
4. Respond appropriately to classroom commands.
5. Use appropriate language of clarification to get someone's attention, indicate lack of understanding, indicate understanding, and correct an error.
6. Hear, say, and write days of the week, months, years, and dates. Use a calendar. Answer questions about the calendar.
7. Use appropriate language of time to ask the time, tell time, and respond to questions about daily routine. Listen for time and write it on a clock.
8. Name seasons and relate weather to seasons.
9. Socialize with appropriate verbal and non-verbal behavior: greet someone and make small talk, introduce self or someone else, end a conversation, and say goodbye.
10. Hear, repeat, follow, and give oral directions to get around a building, a neighborhood, and the city. Use a map to plan travel by public transportation or by car.
11. Identify the parts of the body. Respond appropriately to medical commands.
12. Describe symptoms of illness.
13. Respond to "May I help you?" when shopping. Ask for food, clothing, and household items by size and quantity.
14. Use the telephone to make an emergency call to report a fire, crime, or medical emergency.
15. Describe and report common housing problems.
16. Ask for help: verbalize problem, explain the circumstances, and list possible actions.



LEARNER EXAMPLES



Moderate English Language Proficiency



moderate English language proficiency
 moderate native language literacy skills
 moderate job preparation/skills

With moderate skills in all three categories (see descriptor of functioning level on facing page), it's very possible this learner is already working or is able to find a job, particularly by networking with family or friends. Exposure to language in the workplace can facilitate English language skills. As learners become more proficient, they should be encouraged to pursue other job preparation or job skill training.

In addition to the Level 2 Exit Criteria (listed on page 26), study should include student-driven training for the citizenship exam. Rather than answering questions posed by the teacher, learners should be encouraged to read and respond to questions. As an introduction to the concept of open-ended questions, the questions should be answerable in simple phrases or sentences. For example:

Question	Answer
What do the stars on the flag mean?	one for each state in the Union
What are the duties of Congress?	to make laws
Why did the pilgrims come to America?	for religious freedom

NRS ESL Level: Low Intermediate ESL

Speaking and Listening

Individual can:

- understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition.
- ask and respond to questions using such phrases.
- express basic survival needs and participate in some routine social conversations, although with some difficulty.

Individual has some control of basic grammar.

Basic Reading and Writing

Individual can:

- read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary.
- write simple notes and messages on familiar situations, but lacks complete clarity and focus.

Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).

Functional and Workplace Skills

Individual can:

- interpret simple directions and schedules, signs and maps.
- fill out simple forms, but needs support on some documents that are not simplified.
- handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated.

Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).



moderate English language proficiency
 high native language literacy skills
 moderate job preparation/skills

This learner will probably proceed through ESOL work more quickly than those with lesser native language literacy skills will. Learners should work on achieving the Exit Criteria for a Level 2 learner (listed on page 26).

With moderate job skills already in place, the curriculum begins to focus on further improving English proficiency and passing the citizenship exam. To accomplish both, instruction might include reading simple passages concerning U.S. government and then responding to questions based on the reading. For example:

William Clinton became the 42nd President of the United States in 1992. Four years later, he was elected President for another four years. He will not be able to run for election again because a person can only serve two terms. If President Clinton dies before his term ends, Vice-President Albert Gore will become president.

Question	Answer
For how long do we elect the President?	four years
How many terms can a President serve?	two
Who becomes President of the United States if the President should die?	the Vice-President

NRS ESL Level: High Intermediate ESL

Speaking and Listening

Individual can:

- understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition.
- communicate basic survival needs with some help.
- participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms.

There is inconsistent control of more complex grammar

Basic Reading and Writing

Individual can:

- read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order).
- use context to determine meaning.
- interpret actions required in specific written directions.
- write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures.
- self and peer edit for spelling and punctuation errors.

Functional and Workplace Skills

Individual can:

- meet basic survival and social needs.
- follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects.
- write messages and notes related to basic needs.
- complete basic medical forms and job applications.
- handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally.

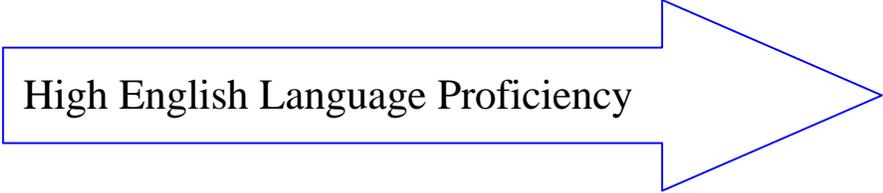
The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 2

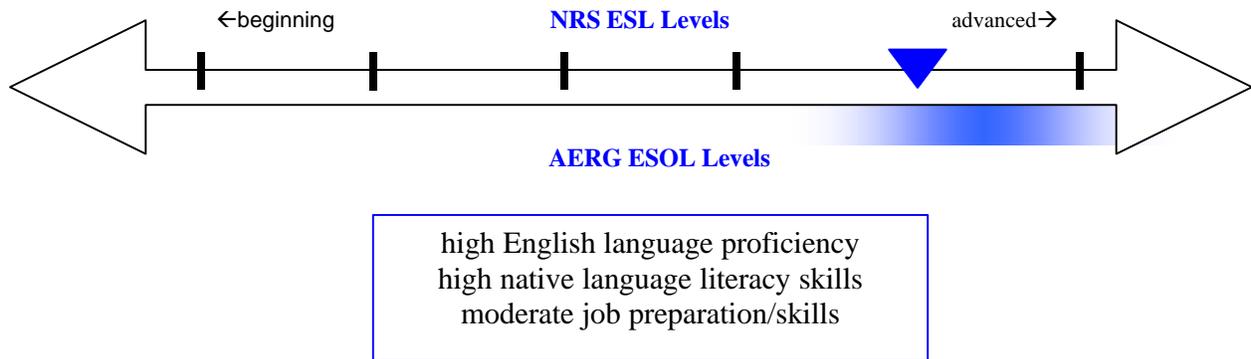
1. Fill in a personal information form.
2. Write an absence note for self or child.
3. Listen to and follow oral directions.
4. Write a simple paragraph about self and life experiences, using the past tense.
5. Give oral directions on how to go from the school site to home, referring to a bus or subway map.
6. Listen to a weather report on tape, radio, or television, and paraphrase it. State what clothing and activity are appropriate.
7. Role-play a medical emergency call.
8. Describe a common housing problem and say who they would call for help.



LEARNER EXAMPLES



High English Language Proficiency



As long as a person is, or can function, in a job and is able to carry on a conversation in English, familiarity and practice with the 100 Questions and the open-ended questions of the citizenship exam will probably be most helpful (see Appendices B and C). A high-level ESOL class might be beneficial for improving English proficiency. Learners at this level should be working on the Level 3 exit criteria (listed on page 32).

NRS ESL Level: Low Advanced ESL

Speaking and Listening

Individual can:

- converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording, or slower speech.
- speak creatively, but with hesitation.
- clarify general meaning by rewording and has control of basic grammar.

Individual understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.

Basic Reading and Writing

Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently.

The individual:

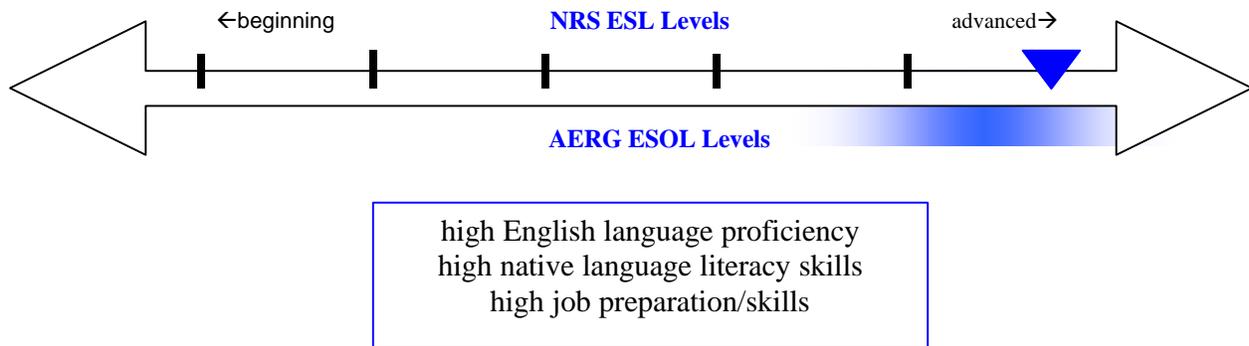
- can write simple narrative descriptions and short essays on familiar topics, such as customs in native country.
- has consistent use of basic punctuation, but makes grammatical errors with complex situations.

Functional and Workplace Skills

Individual can:

- function independently to meet most survival needs and communicate on the telephone on familiar topics.
- interpret simple charts and graphs.
- handle jobs that require simple oral and written instructions, multi-step diagrams, and limited public interaction.

The individual can use all basic software applications, understand the impact of technology, and select the correct technology in a new situation.



High English language proficiency implies high native language literacy skills. If not already successfully employed, learners at this level preparing for citizenship may have skills/licenses that qualify them for immediate employment. This participant needs minimal help from the program other than familiarity with the nature and environment of the test, whether based on the 100 Questions or comprised of the new open-ended questions.

Upon perfecting the Level 3 Exit Criteria (see page 32), learners may wish to continue their education in an adult basic education class. Teacher and learner should work together to determine placement appropriate to learner's skills. For descriptors of the six functioning levels of ABE established by the NRS, see Appendix D.

ESL Level: High Advanced ESL

Speaking and Listening

Individual can:

- understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed.
- converse and understand independently in survival, work, and social situations.
- expand on basic ideas in conversation, but with some hesitation.
- clarify general meaning and control basic grammar, although still lacks total control over complex structures.

Basic Reading and Writing

Individual can:

- read authentic materials on everyday subjects and can handle most reading related to life roles.
- consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of languages and meaning-making strategies to gain meaning of unfamiliar texts.

The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.

Functional and Workplace Skills

Individual:

- has a general ability to use English effectively to meet most routine social and work situations.
- can interpret routine charts, graphs and tables, and complete forms.
- has high ability to communicate on the telephone and understand radio and television.
- can meet work demands that require reading and writing and can interact with the public.

The individual can:

- use common software and learn new applications.
- define the purpose of software and select new applications appropriately.
- instruct others in use of software and technology.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 3

1. Produce a written narrative or description from first draft to a revised and finished form.
2. Give oral directions on how to do something.
3. Read and extract information from a telephone bill, i.e., the various services included.
4. Read a newspaper article and tell about and react to what they read.
5. Describe orally what constitutes a good job and what makes a good worker.
6. Express his/her own job aspirations and describe the education and training necessary to achieve them.
7. Write a résumé.



ADDITIONAL RESOURCES

Companion Pieces

The *Native Language Literacy Screening Device* is an assessment tool designed to allow ESOL practitioners to gain a sense of the native language literacy levels of their learners. The screening device is presented in 27 primary languages, ranging from Albanian to Vietnamese, which represent the most common languages spoken in New York State.

On Common Ground examines what it means to be a citizen of the United States through video and print materials depicting modern-day stories of real people. The series is appropriate for a variety of learning environments including citizenship preparation, pre-GED and GED classes for adult students, and U.S. studies, civics, and history classes for secondary students. The 15 video-episodes are designed to support classroom instruction or distance learning. New York is a partner state in the development of this product. Therefore, all programs in New York State are eligible to purchase the materials at a discounted price. To order *On Common Ground*, call INTELECOM Intelligent Communications at (626) 796-7300 or contact them at <http://www.intelecom.org>

Books and Documents

Division of Adult Education and Literacy, Office of Vocational and Adult Education. *Measures and Methods for National Reporting System for Adult Education* (USDOE, July 1999)

Hudson River Center for Program Development, Inc. *Native Language Literacy Screening Device* (Albany, NY: Author, 1999)

Seely, Margaret. *Handbook for Citizenship* (1990, Second Edition)

U.S. Department of Justice: Immigration and Naturalization Service. *A Guide to Naturalization* (Form M-476)

On-line Resources

U.S. Immigration and Naturalization Service

www.ins.usdoj.gov

The *Guide to Naturalization* (revised 4/99) can be downloaded from:

www.ins.usdoj.gov/graphics/services/natz/index.htm

An on-line practice test is available at:

www.uscitizenship.org

The Naturalization Process and Resources

www.literacynet.org/lp/citizenship/toc.html

National Immigration Forum

www.immigrationforum.org

APPENDIX A: GENERAL NATURALIZATION REQUIREMENTS



Age

Applicants must be at least 18 years old.

Refer to the section, *Naturalized Citizen's Children* under Waivers, Exceptions, and Special Cases for information on applicants who are less than 18 years old.

See also *INA 334*

Residency

An applicant must have been lawfully admitted to the United States for permanent residence. Lawfully admitted for permanent residence means having been legally accorded the privilege of residing permanently in the United States as an immigrant in accordance with the immigration laws. Individuals who have been lawfully admitted as permanent residents will be asked to produce an I-551, Alien Registration Receipt Card, as proof of their status.

See also *INA 316*

Residence and Physical Presence

An applicant is eligible to file if, immediately preceding the filing of the application, he or she:

- has been lawfully admitted for permanent residence (see preceding section);
- has resided continuously as a lawful permanent resident in the U.S. for at least five years prior to filing with absences from the United States totaling no more than one year;
- has been physically present in the United States for at least 30 months out of the previous five years (absences of more than six months but less than one year break the continuity of residence unless the applicant can establish that he or she did not abandon his or her residence during such period); and
- has resided within a state or district for at least three months.

Good Moral Character

Generally, an applicant must show that he or she has been a person of good moral character for the statutory period (typically five years or three years if married to a U.S. citizen or one year for Armed Forces expedite) prior to filing for naturalization. The INS is not limited to the statutory period in determining whether an applicant has established good moral character. An applicant is permanently barred from naturalization if he or she has been convicted of an aggravated felony as defined in Section 101(a)(43) of the Act on or after November 29, 1990. A person also cannot be found to be a person of good moral character if, during the last five years, he or she:

- has committed and been convicted of one or more crimes involving moral turpitude
- has committed and been convicted of two or more offenses for which the total sentence imposed was five years or more
- has committed and been convicted of any controlled substance law, except for a single offense of simple possession of 30 grams or less of marijuana

- has been confined to a penal institution during the statutory period, as a result of a conviction, for an aggregate period of 180 days or more
- has committed and been convicted of two or more gambling offenses
- is or has earned his or her principle income from illegal gambling
- is or has been involved in smuggling illegal aliens into the United States
- is or has been a habitual drunkard
- is practicing or has practiced polygamy
- has willfully failed or refused to support dependents
- has given false testimony, under oath, in order to receive a benefit.

An applicant must disclose all relevant facts to the Service, including his or her entire criminal history, regardless of whether the criminal history disqualifies the applicant under the enumerated provisions.

See also *INA* 316

Attachment to the Constitution

An applicant must show that he or she is attached to the principles of the Constitution of the United States.

See also *INA* 316

Language

Applicants for naturalization must be able to read, write, speak, and understand words in ordinary usage in the English language. Applicants exempt from this requirement are those who, on the date of filing:

- have been residing in the United States subsequent to a lawful admission for permanent residence for at least 15 years and are **over** 55 years of age;
- have been residing in the United States subsequent to a lawful admission for permanent residence for **at least** 20 years and are **over** 50 years of age; or
- have a medically determinable physical or mental impairment, where the impairment affects the applicant's ability to learn English.

See also *INA* 312

United States Government and History Knowledge

An applicant for naturalization must demonstrate a knowledge and understanding of the fundamentals of the history and of the principles and form of government of the United States. Applicants exempt from this requirement are those who, on the date of filing, have a medically determinable physical or mental impairment, where the impairment affects the applicant's ability to learn U.S. history and government.

Applicants who have been residing in the U.S. subsequent to a lawful admission for permanent residence for at least 20 years and are over the age of 65 will be afforded special consideration in satisfying this requirement.

See also *INA* 312

Oath of Allegiance

To become a citizen, one must take the oath of allegiance. By doing so, an applicant swears to:

- support the Constitution and obey the laws of the U.S.;
- renounce any foreign allegiance and/or foreign title; and

- bear arms for the Armed Forces of the U.S. or perform services for the government of the U.S. when required.

In certain instances, where the applicant establishes that he or she is opposed to any type of service in armed forces based on religious teaching or belief, INS will permit these applicants to take a modified oath. Read the *Oath of Allegiance*.

See also *INA 337*

Waivers, Exceptions, and Special Cases

Spouses of U.S. Citizens

Generally, certain lawful permanent residents married to a U.S. citizen may file for naturalization after residing continuously in the United States for three years if immediately preceding the filing of the application:

- the applicant has been married to and living in a valid marital union with the same U.S. citizen spouse for all three years;
- the U.S. spouse has been a citizen for all three years and meets all physical presence and residence requirements; and
- the applicant meets all other naturalization requirements.

There are also exceptions for lawful permanent residents married to U.S. citizens stationed or employed abroad. Some lawful permanent residents may not have to comply with the residence or physical presence requirements when the U.S. citizen spouse is employed by one of the following:

- the U.S. Government (including the U.S. Armed Forces);
- American research institutes recognized by the Attorney General;
- recognized U.S. religious organizations;
- U.S. research institutions;
- an American firm engaged in the development of foreign trade and commerce of the United States; or
- certain public international organizations involving the United States.

See also *INA 319, INA 316*

Children

There are several ways foreign-born children of U.S. citizens may obtain evidence of citizenship: Generally, U.S. citizen parents of children born abroad may file a N-600 Application for Certificate of Citizenship. This form should be completed in accordance with the instructions provided and should be accompanied by two photographs of the child, copies of any documents that verify eligibility, and the required filing fee to be considered complete and ready to process.

Important note: Children born abroad of U.S. citizen parents derive citizenship from their parents. The Certificate of Citizenship is merely a record of citizenship – it does not confer citizenship on an applicant.

Adopted children of citizen parents *acquire* citizenship. For adopted children, adoptive parents file an N-643 instead of an N-600. However, adopted children over 18 must file an N-400. For answers to more specific questions regarding naturalization of children, please contact your local INS office.

See also *INA 320, INA 321, INA 322*

Veterans of U.S. Armed Forces

Certain applicants who have served in the U.S. Armed Forces are eligible to file for naturalization based on current or prior U.S. military service. Such applicants should file the N-400 Military Naturalization Packet.

Lawful Permanent Residents with Three Years U.S. Military Service

An applicant who has served for three years on the U.S. military who is a lawful permanent resident is excused from any specific period of required residence, period of residence in any specific place, or physical presence within the United States if an application for naturalization is filed while the applicant is still serving or within six months of an honorable discharge.

To be eligible for these exemptions, an applicant must:

- have served honorably or separated under honorable conditions;
- completed three years or more of military service;
- be a legal permanent resident at the time of his or her examination on the application; or
- establish good moral character if service was discontinuous or not honorable.

Applicants who file for naturalization more than six months after termination of three years of service in the U.S. military may count any periods of honorable service as residence and physical presence in the United States.

Veterans who have served honorably in any of the periods of armed conflict with hostile foreign forces specified below:

An applicant who has served honorably during any of the following periods of conflict is entitled to certain considerations:

- World War I – 11/11/16 to 4/6/17;
- World War II – 9/1/39 to 12/31/46;
- Korean Conflict – 6/25/50 to 7/1/55;
- Vietnam Conflict – 2/28/61 to 10/15/78;
- Operation Desert Shield/Desert Storm – 8/2/90 to 4/11/91; or
- Any other period which the President, by Executive Order, has designated as a period in which the Armed Forces of the United States are or were engaged in military operations involving armed conflict with hostile foreign forces.

Applicants who have served during any of the aforementioned conflicts may apply for naturalization based on military service after qualifying service and the requirements for specific periods of physical presence in the United States and residence in the United States are waived.

See also INA 328, INA 329

Grounds for Eligibility

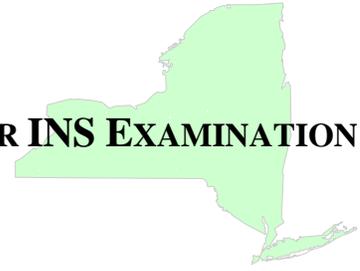
The Immigration and Naturalization Service has other specific grounds for naturalization. For additional information, please review the instructions on an N-400 Application for Naturalization and/or contact your local District Office.

Among the applicants exempt from this requirement are those who, on the date of filing:

- have been residing in the United States subsequent to a lawful admission for permanent residence for at least 15 years and are over 55 years of age;⁷
- have been residing in the United States subsequent to a lawful admission for permanent residence for at least 20 years and are over 50 years of age; or
- have a medically determinable physical or mental impairment, where the impairment affects the applicant's ability to learn English.

⁷ If the person qualifies under this definition, the test may be taken in the native language. A writing exercise will not be required. If the person passes, the score report will indicate native language testing. Persons over the age of 65 may qualify to take the short test (waiving history and government) at the INS Office.

APPENDIX B: 100 STANDARD QUESTIONS FOR INS EXAMINATION



1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representative?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?

43. Who is the Chief Justice of the Supreme Court?
44. Can you name the 13 original states?
45. Who said, "Give me liberty or give me death"?
46. Which countries were our enemies during World War II?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?
51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
52. Why are there 100 Senators in the Senate?
53. Who selects the Supreme Court justices?
54. How many Supreme Court justices are there?
55. Why did the Pilgrims come to America?
56. What is the head executive of a state government called?
57. What is the head executive of a city government called?
58. What holiday was celebrated for the first time by the American colonists?
59. Who was the main writer of the Declaration of Independence?
60. When was the Declaration of Independence adopted?
61. What is the basic belief of the Declaration of Independence?
62. What is the national anthem of the United States?
63. Who wrote the Star-Spangled Banner?
64. Where does freedom of speech come from?
65. What is the minimum voting age in the United States?
66. Who signs bills into law?
67. What is the highest court in the United States?
68. Who was President during the Civil War?
69. What did the Emancipation Proclamation do?
70. What special group advises the President?
71. Which President is called the "Father of our Country"?
72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
73. Who helped the Pilgrims in America?
74. What is the name of the ship that brought the Pilgrims to America?
75. What were the 13 original states of the U.S. called?
76. Name three rights or freedoms guaranteed by the Bill of Rights.
77. Who has the power to declare war?
78. What kind of government does the United States have?
79. Which President freed the slaves?
80. In what year was the Constitution written?
81. What are the first 10 amendments to the Constitution called?
82. Name one purpose of the United Nations.
83. Where does Congress meet?
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
85. What is the introduction to the Constitution called?
86. Name one benefit of being a citizen of the United States.
87. What is the most important right granted to U.S. citizens?
88. What is the United States Capitol?
89. What is the White House?

90. Where is the White House located?
91. What is the name of the President's official home?
92. Name one right guaranteed by the first amendment.
93. Who is the Commander in Chief of the U.S. military?
94. Which President was the first Commander in Chief of the U.S. military?
95. In what month do we vote for the President?
96. In what month is the new President inaugurated?
97. How many times may a Senator be reelected?
98. How many times may a Congressman be reelected?
99. What are the two major political parties in the U.S. today?
100. How many states are there in the United States?

APPENDIX C: ANSWERS TO 100 STANDARD QUESTIONS



1. Red, white, and blue
2. 50
3. White
4. One for each state in the Union
5. 13
6. Red and white
7. They represent the original 13 states
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
14. George W. Bush
15. Richard B. Chaney
16. The electoral college
17. Vice-President
18. Four years
19. The supreme law of the land
20. Yes
21. Amendments
22. 27
23. Three
24. Legislative, Executive, and Judiciary
25. Congress
26. Congress
27. The Senate and the House of Representatives
28. To make laws
29. The people
30. 100
31. (insert local information)
32. Six years
33. 435
34. Two years
35. The President, cabinet, and departments under the cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. (insert local information)

41. (insert local information)
42. Speaker of the House of Representatives
43. William Rehnquist
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland
45. Patrick Henry
46. Germany, Italy, and Japan
47. Hawaii and Alaska
48. Two
49. A civil rights leader
50. (insert local information)
51. Must be a natural born citizen of the United States
52. Two (2) from each state
53. Appointed by the President
54. Nine (9)
55. For religious freedom
56. Governor
57. Mayor
58. Thanksgiving
59. Thomas Jefferson
60. July 4, 1776
61. That all men are created equal
62. The Star-Spangled Banner
63. Francis Scott Key
64. The Bill of Rights
65. Eighteen (18)
66. The President
67. The Supreme Court
68. Abraham Lincoln
69. Freed many slaves
70. The Cabinet
71. George Washington
72. Form N-400, "Application to File Petition for Naturalization"
73. The American Indians (Native Americans)
74. The Mayflower
75. Colonies
76. Any of these three:
 - The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
 - The right to bear arms (the right to have weapons or own a gun though subject to certain regulations).
 - The government may not quarter or house soldiers in the people's homes during peacetime without the people's consent.
 - The government may not search or take a person's property without a warrant.
 - A person may not be tried twice for the same crime and does not have to testify against him/herself.
 - A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.

- The right to trial by jury in most cases. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
 - Any power not given to the federal government by the Constitution is a power of either the state or the people.
77. The Congress
 78. Republican
 79. Abraham Lincoln
 80. 1787
 81. The Bill of Rights
 82. For countries to discuss and try to resolve world problems; to provide economic aid to many countries
 83. In the Capitol in Washington, D.C.
 84. Everyone (citizens and noncitizens living in the U.S.)
 85. The Preamble
 86. Obtain federal government jobs, travel with a U.S. passport, petition for close relatives to come to the U.S. to live
 87. The right to vote
 88. The place where Congress meets
 89. The President's official home
 90. Washington, D.C. (1600 Pennsylvania Avenue, N.W.)
 91. The White House
 92. Freedom of: speech, press, religion, peaceable assembly, and, requesting change of government
 93. The President
 94. George Washington
 95. November
 96. January
 97. There is no limit
 98. There is no limit
 99. Democratic and Republican
 100. Fifty (50)

APPENDIX D: NRS FUNCTIONING LEVELS



The information on the following pages was reprinted from *Measures and Methods for the National Reporting System for Adult Education* (Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, July 1999).

The functional level descriptors describe what a learner entering that level can do in the areas of reading and writing, numeracy, speaking and listening and/or functional or workplace skills. The local program need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused. If the learner is functioning at different levels in the areas, the lowest functioning level should be the basis for initial placement. Test benchmarks are provided for each level as examples only and these tests do not need to be used when assessing the learner.

NRS ABE Level: Beginning ABE Literacy			
Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 1-529 Total math 1-540 (grade level 0-1.9)</p> <p>CASAS: 200 and below</p> <p>AMES (B, ABE) scale scores: Reading: 1-500 Computation: 1-476 Communication: 388-496</p> <p>ABLE scale scores: Reading 1-523 Math 1-521</p>

NRS ABE Level: Beginning Basic Education

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent rereading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address, and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g., understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 530-679 Total math 541-677 (grade level 2-3.9)</p> <p>CASAS: 201-210</p> <p>AMES (B, ABE) scale scores: Reading: 503-514 Computation: 477-492 Communication: 498-505</p> <p>ABLE scale scores: Reading: 525-612 Math: 530-591</p>

NRS ABE Level: Low Intermediate Basic Education

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.</p>	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 680-722 Total math 678-729 (grade level 4-5.9)</p> <p>CASAS: 211-220</p> <p>AMES (B and C, ABE) scale scores: Reading (B): 517-609 Reading (C): 514-521 Computation (B): 494-603 Computation (C): 493-508 Communication (B): 508-605, (C) 509-513</p> <p>ABLE scale scores: Reading: 613-644 Math: 593-641</p>

NRS ABE Level: High Intermediate Basic Education

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels; and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and can reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 723-761 Total math 730-776 (grade level 6-8.9)</p> <p>CASAS: 221-235</p> <p>AMES (C and D, ABE) scale scores: Reading (C): 525-612 Reading (D): 522-543 Computation (C): 510-627 Computation (D): 509-532 Communication (C): 516-611 Communication (D): 516-522</p> <p>ABLE scale score: Reading: 646-680 Math: 643-693</p>

NRS ABE Level: Low Adult Secondary Education

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 762-776 Total math 777-789 (grade level 9-10.9)</p> <p>CASAS: 236-245</p> <p>AMES (E, ABE) scale scores: Reading: 544-561 Computation: 534-548 Communication: 527-535</p> <p>ABLE scale scores: Reading: 682-697 Math: 694-716</p> <p>Pass at least one GED practice test.</p>

NRS ABE Level: High Adult Secondary Education

Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills	Literacy Level
<p>Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software and technology to new situations and can instruct others, in written or oral form, on software and technology use.</p>	<p>Test Benchmark:</p> <p>TABE (5-6) scale scores: Total reading 777-999 Total math 790-999 (grade level 11-12)</p> <p>CASAS: 246 and higher</p> <p>AMES (E, ABE) scale scores: Reading: 565-634 Computation: 551-645 Communication: 538-620</p> <p>ABLE scale scores: Reading: 699-813 Math: 717-885</p> <p>Pass at least three GED practice tests.</p>

NRS ESL Level: Beginning ESL Literacy

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>	<p>Test Benchmark: CASAS (Life Skills):165-180 SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral Best: 0-15</p>

NRS ESL Level: Beginning ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent rereading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address, and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry-level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>	<p>Test Benchmark: CASAS (Life Skills): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral Best: 16-41</p>

NRS ESL Level: Low Intermediate ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms, but needs support on some documents that are not simplified; handle routine entry-level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>	<p>Test Benchmark: CASAS (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral Best: 42-50</p>

NRS ESL Level: High Intermediate ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs; can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>	<p>Test Benchmark: CASAS (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral Best: 51-57</p>

NRS ESL Level: Low Advanced ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording, or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex situations.</p>	<p>Individual can function independently to meet most survival needs and communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams, and limited public interaction. The individual can use all basic software applications, understand the impact of technology, and select the correct technology in a new situation.</p>	<p>Test Benchmark: CASAS (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral Best: 58-64</p>

NRS ESL Level: High Advanced ESL

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills	Literacy Level
<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work, and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of languages and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs, and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>	<p>Test Benchmark: CASAS (Life Skills): 236 and above SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher Oral Best: 65 and higher</p>



APPENDIX E: AERG ESOL LEVELS

The information on the following pages was reprinted from *Adult Education Resource Guide and Learning Standards* by the Hudson River Center for Program Development, Inc. (The University of the State of New York, The State Education Department, 1998).

When a student is ready to leave your ESOL class, s/he should be able to demonstrate most of the following tasks at a level you consider satisfactory. At the conclusion of the program, plan to focus on the following assessment activities in your class time. Share with the students what you will be doing and why. Make them partners in the process. When you evaluate all tasks, explain to students why a task was satisfactory or unsatisfactory.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 1

1. Write, say, and spell name, address, telephone number, social security number, place and date of birth, age, sex, and marital status.
2. Hear, write, and say cardinal numbers, ordinal numbers, money, and prices.
3. Say, spell, and write teacher's name, room number, school name and address, school telephone number, class level, program name, and employer information. Fill in vital information on a wallet card. Call and say reason for absence.
4. Respond appropriately to classroom commands.
5. Use appropriate language of clarification to get someone's attention, indicate lack of understanding, indicate understanding, and correct an error.
6. Hear, say, and write days of the week, months, years, and dates. Use a calendar. Answer questions about the calendar.
7. Use appropriate language of time to ask the time, tell time, and respond to questions about daily routine. Listen for time and write it on a clock.
8. Name seasons and relate weather to seasons.
9. Socialize with appropriate verbal and non-verbal behavior: greet someone and make small talk, introduce self or someone else, end a conversation, and say goodbye.
10. Hear, repeat, follow, and give oral directions to get around a building, a neighborhood, and the city. Use a map to plan travel by public transportation or by car.
11. Identify the parts of the body. Respond appropriately to medical commands.
12. Describe symptoms of illness.
13. Respond to "May I help you?" when shopping. Ask for food, clothing, and household items by size and quantity.
14. Use the telephone to make an emergency call to report a fire, crime, or medical emergency.
15. Describe and report common housing problems.
16. Ask for help: verbalize problem, explain the circumstances, and list possible actions.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 2

1. Fill in a personal information form.
2. Write an absence note for self or child.
3. Listen to and follow oral directions.
4. Write a simple paragraph about self and life experiences, using the past tense.
5. Give oral directions on how to go from the school site to home, referring to a bus or subway map.
6. Listen to a weather report on tape, radio, or television, and paraphrase it. State what clothing and activity are appropriate.
7. Role-play a medical emergency call.
8. Describe a common housing problem and say who they would call for help.

Adult Education Resource Guide and Learning Standards
ESOL Exit Criteria Assessment – Level 3

1. Produce a written narrative or description from first draft to a revised and finished form.
2. Give oral directions on how to do something.
3. Read and extract information from a telephone bill, i.e., the various services included.
4. Read a newspaper article and tell about and react to what they read.
5. Describe orally what constitutes a good job and what makes a good worker.
6. Express his/her own job aspirations and describe the education and training necessary to achieve them.
7. Write a résumé.



APPENDIX F: LEARNING STANDARDS



The Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding To and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts, in turn, shape the diverse cultures of past and present society.



Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.



Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understanding.



Health Education, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.



Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.



English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will:

- collect data, facts, and ideas;
- discover relationships, concepts, and generalizations; and
- use knowledge generated from oral, written, and electronically produced texts.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literacy Response and Expression

Students will:

- read and listen to oral, written, and electronically produced texts and performances from American and world literature;
- relate texts and performances to their own lives; and
- develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues represented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions, and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communication of others to enrich their understanding of people and their views.



Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live — local, national, and global — including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Student 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



APPENDIX G: ACRONYMS GLOSSARY

ABE	Adult Basic Education
AERG	Adult Education Resource Guide and Learning Standards
ELA	English Language Arts
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FBI	Federal Bureau of Investigation
INS	Immigration and Naturalization Service
IRCA	Immigration Reform and Control Act
NRS	National Reporting System for Adult Education
NYSED	New York State Education Department
SSI	Supplemental Security Income
USDOE	United States Department of Education
WIA	Workforce Investment Act